

## Content and Methodological Formation Model of a Younger Pupil Value-Oriented Attitude to Reality Based on Historical and Social Science Knowledge

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### ABSTRACT

One of the most important functions of historical and pedagogical education in modern educational system is connected with a pupil's character features development, a value apprehension of social events and a formation of a value-oriented attitude to reality. The main aim of the present article is to describe and analyze the results of a conceptual and methodological model implementation which is based on historical and social science knowledge for a purpose of a formation of value-oriented attitude to reality among younger pupils. The principle methods of this research are: modelling method which allows to observe and trace a value-oriented attitude formation in a step-by-step sequent complex of didactic, methodological and technological historical and social science education components of a primary and secondary education; a method of pedagogical experiment among younger pupils aimed at a formation of a value-oriented attitude to reality on the basis of historical and social science knowledge. The conceptual and methodological model of a value-oriented attitude to reality formed on historical and social science knowledge among younger pupils is discussed and explained in the present paper; the forming conditions of a value-oriented attitude to reality based on historical and social science knowledge among younger pupils are revealed from a pedagogical point of view taking into account pupils' most sensitive personal development period for pedagogical influence and reality apprehension. Devised and tested diagnostic tools implemented among younger pupils to analyze the quality parameters of a value-oriented attitude to social objects in connection with history and modern conditions are considered to be practically significant.

### KEYWORDS

historical and social science education, value-oriented attitude, set of diagnostic tools

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## Introduction

### Research Relevance

A modern society development is connected with increasing dynamics of an intense social and economic performance which demands changes in personal attitude to reality. Therefore, every member of the global social community admits a leading role of the education as a social-activating, creative person formation tool. New milestones in the system of education, particularly in general education, define the prior significance of a pupils' personal development, guarantee their acquisition of basic social practices and a formation of a value-oriented attitude to reality among younger pupils. Achievement of these goals is possible due to realization of humanities potential, particularly history and social science (Khlytina, 2011). History and social science educational potential lies in the fact that their study presents different scales of social and cultural values, encourages personal apprehension of history and mankind experience, serves as a content source forming a value-oriented attitude to relevant social events, people's behavior and to self-evaluation of pupils.

To find an effective way for pupils' personal development and achievement of results with the help of historical and social science education we have to apply the phenomenon of 'value' and 'value attitude' (Kagan, 1997) starting from the elementary level of education and transferring it sequentially in 5-6 forms of the secondary education. This is necessary due to a growing amount of information available to a younger pupil concerning a social and cultural life and modern society values; psychological and pedagogical peculiarities of a value perception and social events apprehension of younger pupils should also be analyzed (Yangirova and Shamigulova, 2015). An intensive development of intellectual, morale and social character features purged by a reality perception, personal evaluation principles formulated in a primary and a secondary school age encourage a teacher to create certain conditions which can form a pupil's value-oriented attitude to reality during the teaching process through pupils' involvement into a cultural and civic life of a society (Shamigulova, 2014).

In the modern system of a primary and a secondary education a history and social science educational material implementation is a very contentious issue because the content of these disciplines is not well-worked out and poorly adapted to pupils' age peculiarities. Nowadays there are many points of view concerning a structure and a content of historical and social science education and its functional aim (Bogolubov, 2012). Therefore, the research was carried out in the purpose of a reasonable implementation explanation of a historical and social science material taught in primary schools. The research was also aimed at transferring this type of a historical and social science education to a higher level of secondary education in order to prove that this principle will work as an apprehensive tool forming a value-oriented attitude to reality among pupils (Yangirova and Shamigulova, 2015).

Referring to all the mentioned above, relevance of the article lies in the problem of how a value-oriented attitude to reality forms among pupils of a primary school age. Moreover, the article offers possible ways of solutions for this problem based on a value potential realization of a historical and social science education in primary schools and in 5-6 forms of the secondary

education (Shamigulova, 2007). Much attention is paid to working out and testing of diagnostic tools for tracing the formation dynamics of a value-oriented attitude among younger pupils through a historical and social science content-based education.

### **Conceptual Framework**

L.I. Bozovic (1968), L.S. Vygotsky (1991), V.V. Davydov (1986), N.A. Menchinskaya (1998) in their researches found out that a child's emotional intellect intensively develops at the age of 10-12, and children become capable of social events and phenomenon evaluation, estimation of their own actions and other peoples' behavior while apprehending the reality. Psychological and pedagogical features of a younger pupil include emotional apprehension, image thinking and development of eagerness to learn. Thinking of a primary school pupil in 3-4 forms is characterized by an initial evaluation ability based on an analysis, a synthesis, a generalization and an elementary abstraction. This ability develops in 5-6 forms of the secondary education and allows a pupil not only to register some facts but also realize the essence of some phenomena, reveal causes and define cause-and-effect relationships.

Scientists studying pedagogy and considering pupils at the age of 10-11 Sh.A. Amonashvili (1998) and V.I. Malsakova (2003) note their positive social behavior, activity experience and a sensible attitude to reality.

The conclusions the scientists had come to make a teacher create the conditions which would provide a younger pupil's involvement into activities where her or his personal and age-specific abilities can be applied. Experience shows that learning in a classroom is not enough for pupil's abilities application. Pupils must be involved in a social and civic life of a society. A positive interaction with society develops and fixes a child's positive value-oriented attitude to reality. Blending of perceptual, social and cultural aspects a younger pupil experiences allows him to apprehend, feel and accept positive values of a society.

### ***Philosophical, Psychological and Pedagogical Phenomenon Apprehension of 'Value-Oriented Attitude'***

In this research for a phenomenon apprehension of a 'value' and a 'value-oriented attitude' we had to appeal to the axiological approach in the modern pedagogy and study thoroughly the theoretical statements concerning a true interpretation of a value nature.

It is well known that to state the problem and to form a pupil value-oriented attitude from a pedagogical point of view we have to appeal to the philosophical value theory which was formulated and developed during a very long period in history. Starting from antiquity to the times after the Kant's death values were interpreted only contextually. This notion became widely used in philosophy after the German philosopher R.G. Lotze, who supposed that a value can be interpreted as a model with social roots, which frequently but not always helps to build one's own evaluations. In the classic period (1890-1930) several western European schools and their branches were formed, which produced a lot of meanings of the notion 'value'. Various interpretations of the notion are caused by different classification of the three components of a 'value



situation': a subject (in this case named as 'evaluating'), an object ('evaluated') and possible relationships between them ('evaluation') (Shokhin, 2004).

Generalization of views on a value nature in western and Russian philosophical science made it possible to formulate the following significant statements: values are considered to be a conscience phenomena expressed in a subjective person's attitude to estimated elements; values are relative and depend on social communities types (Guseinov, 2009); values form a personal reality perception structure and are expressed by emotional states, value judgments concerning some events, active personal attitude to these events (Vildanov, 2002; Kagan, 2007). Tracing the history of issue philosophical apprehension, it should be noted that the meanings of the terms which define the essence of a value-oriented attitude are of the most importance in our research. The essence is characterized by contextual relationships, while the context itself is formed by the historical features; they can be called 'social models' expressed by historical figures and their activity.

Additional components of a 'value situation' can play a special methodological role, because they can reveal and explain a value and estimation interconnection. In this case the subject is a child, the object is reality, and their relationships are established during referential activity controlled by a teacher.

There is no standard psychological point of view on a value nature, but many scientists agree that 1) a person apprehends his or her values only after he or she admits that an action has a reason (Frankl, 1990; Leontiev, 2005; Kolesov, 2003); values direct a person's activity and manage one's behavior only if his or her value-oriented attitude to reality is fully formed (Dontsov, 1974, Leontiev, 1999). Even though psychologists offered many ideas and conceptions concerning the phenomena of a 'value', it seems to be quite hard to carry out a function of the psychological matter considered as a value of psychological and pedagogical actions in order to provide a value-oriented education of pupils.

Full and complex knowledge about an individual as a subject of a value-oriented relationship is gained with the help of an object – a grown-up person. But in psychology the problem of relationships sometimes transferred by a teacher to a child value-oriented attitude is stated and solved in a way that its explanatory, instrumental and directing functions can serve as one of the theoretical bases for a younger pupil value-oriented attitude to reality founded on historical and social science knowledge.

Particularly, a value-oriented attitude is explained as a subject-object interconnection performed on a subjective emotional level (Bodalev and Stolin, 2006); as a complex apprehension developed according to reality features (Kiryakova, 2004); as a personal opinion on a value demonstrated in an open choice situation (Abulkhanova-Slavskaya, 1991).

Generalization of views on value nature in western and Russian philosophical science made it possible to formulate the following significant statements: values are considered to be conscience phenomena expressed in a subjective person's attitude to estimated elements; values are relative and depend on social communities; values form a personal reality perception structure and are expressed by emotional states, value judgements concerning some events, active personal attitude to these events; values direct a person's activity and manage one's behavior only if his or her value-oriented attitude to reality is fully formed.

### ***Reality Values in the Context of a Historical and Social Science Content***

Researches of Langle (2004), Myasishev (1995), Jacobson (1998) and other showed that a value-oriented attitude nature is emotional, dynamic, and mobile and can be cultivated. The defined characteristics make possible to suppose that affecting a child's emotions we can develop a value-oriented attitude as a result of a growing child's moral experience, as well as through extended apprehension of a reality while practicing a child's social involvement and modelling social situations during a lesson.

In the present research a term 'reality' is used to reflect surroundings including the nature as a source and condition of living; social phenomena and events, ideas, images, values, a person and social communities (a family, a school form, a group, people, a nation etc.) (Myasishev, 1995). The components included in the term 'reality' can vary. When we work with age peculiarities of younger pupils (they include not only physiological and psychological features, but also a socialization degree) we have to present pupils not only knowledge connected with features of reality. The term 'reality' must include relationships between content and functional relationships of a cultural and educational process and a civic and morale life of a society. They serve as reality value markers and are clearly demonstrated in history and social science.

To form a child's value-oriented attitude in a particular situation, a younger pupil must be informed about it in advance. This pedagogical aim can be achieved through an information function of history and social science. Contents of these disciplines help pupils to realize their place and their role at the particular moment and to establish connection with their future; pupils can apprehend significance of some social phenomena and events for a person and a whole society; awareness of communication rules and social interaction regulations is gained and significance of socially useful personal activity is taken into consideration.

Classification of axiological markers and connections in history and social contents which were chosen for an acquisition by a younger pupil was carried out from a basic universal value and a conditional value point of view. To choose and prove basic values we have to take into consideration younger pupil age peculiarities of studied material acquisition and didactical principles of content selection: from simple to complex, from a quick consideration to a thorough one, from generalized ideas to particular ones and from particular ideas to general ones.

We select a 'life' and a 'person' as basic general values. Younger generation must regard a life as a supreme value reflected in respect and protection of every living creature, everything what can contribute to a life quality enhancement, positive reality apprehension and deny anything dangerous for life, realize and construct his or her way of life. An attitude to a person as a supreme value includes self-respect, dignity, awareness of self-significance and responsibility, a respectful attitude to other people, interpretation of their emotional states, sympathy, pursuit to know more about yourself and others, an open-minded attitude to others, ability to interact, cooperate, aiming at self-growth, creation, eagerness for a right to be called 'a person'.

Historical and social science contents enhance our perception of an epoch from a life-oriented point of view at certain historical moments. Such values as 'a life' and 'a person' unite people living on Earth and serve as a base for further consideration of a peace in the world, a society, a humankind unity, love, freedom, labour, knowledge, goodness, beauty, truth as other significant values and special indelible components for a full and happy life and for a life preservation.

The main condition for a basic value formation is studying of historical events and figures because their significance has a cultivating, human-oriented and evolutional affect. These values are general and are related to any person and especially to a pupil. That is why didactically, methodologically and technologically teacher aims at: proper acquisition of values conceptual and functional content based on historical and social science material, informing about roots and sources of these values.

## **Materials and Methods**

### **Methods**

During the research the following methods were implemented: theoretical (analysis of the sources related to this issue, systematization, concretization, interpretation, comparison, analogy); empiric (pedagogical observation, pedagogical experiment, mathematical and statistical method, results information graphics).

### **Experimental Base**

Experiments were carried out in general secondary educational organizations in Ufa (general secondary educational school 'Aksakovskaya gymnasium №11', 'Gymnasium №111', 'Gymnasium №105', 'Gymnasium №86', secondary educational school №27) and in some regions of Bashkortostan ('Tolbazinskaya gymnasium' of Aurgazinskiy region).

### **Stages of the Research**

The research was conducted in 3 stages:

First stage: preliminary research

During this period sources on philosophy psychology, pedagogy, and social science were thoroughly considered; different perspectives of the issue were analyzed and initial research parameters were defined.

Second stage: experimental

A stating experiment was carried out. The gained results allowed formulating pedagogical conditions when a teenage value-oriented attitude to reality based on a historical and social science material is formed; a teaching experiment was conducted.

Third stage: generalization

This stage was a closure for experimental activities and aimed at an analysis and clarification of theoretical and practical conclusions, generalization and systematization of the gained results.

## Results

### *Features of a Conceptual Methodological Model*

The theoretical statements of a value-oriented attitude formation among younger pupils based on a historical and social science material and implemented in teaching and learning are demonstrated in a conceptual methodological model (Image1). The model reflects relationships between history and social science contents in primary school as a carrier of a value-oriented attitude to reality with the content and functions of pupils' active work. Their performance contributes to effective implementation of historical and social science education by a teacher who prepares pupils for a process of social interaction.

Implementing function of this model reflects pedagogical conditions which form a value-oriented attitude to reality among teenagers. Such an attitude develops from effective teaching process and pupils' social interaction in out-of-school time. Therefore, a further practical development of these conditions is necessary.

### *Aims and Tasks for a Content and Methodological Model Implementation*

A complex system of methods used in the present research corresponds to the aims of the experiment. The main aim was to define pedagogical conditions when a younger pupil value-oriented attitude to reality is effectively formed on the basis of historical and social science material. The other aim was to find an empiric reasoning for a content and methodological model of a younger pupil value-oriented attitude to reality based on history and social science knowledge. The tasks for the practical work were to work out diagnostic tools to access a teenager value-oriented attitude to reality; to study current aspects of the issue on a formation of a value-oriented attitude based on historical and social science material among pupils of primary and secondary school; to point out a demonstration of a value-oriented attitude to reality in the first stage among teenagers; to test the pedagogical conditions of a teenager's value-oriented attitude to reality.

### *Assessment Diagnostics of a Value-Oriented Attitude to Reality Among Teenagers*

In order to work out a set of diagnostic tools we had to turn to the theoretical conclusions of V.N. Myasischev, V.S. Merlin and other researchers who stated that a value-oriented attitude to reality is expressed in cognitive, emotional, motivation and behavior sphere. According to this approach in these spheres one can access to what extent a value-oriented attitude among teenagers is formed taking into consideration the historical and social science knowledge studied in a primary school (Myasischev, 1995; Merlin, 1971). A value-oriented attitude can be expressed in a formed awareness of historical events; in emotional assuming of values through historical and social science objects; in actions.

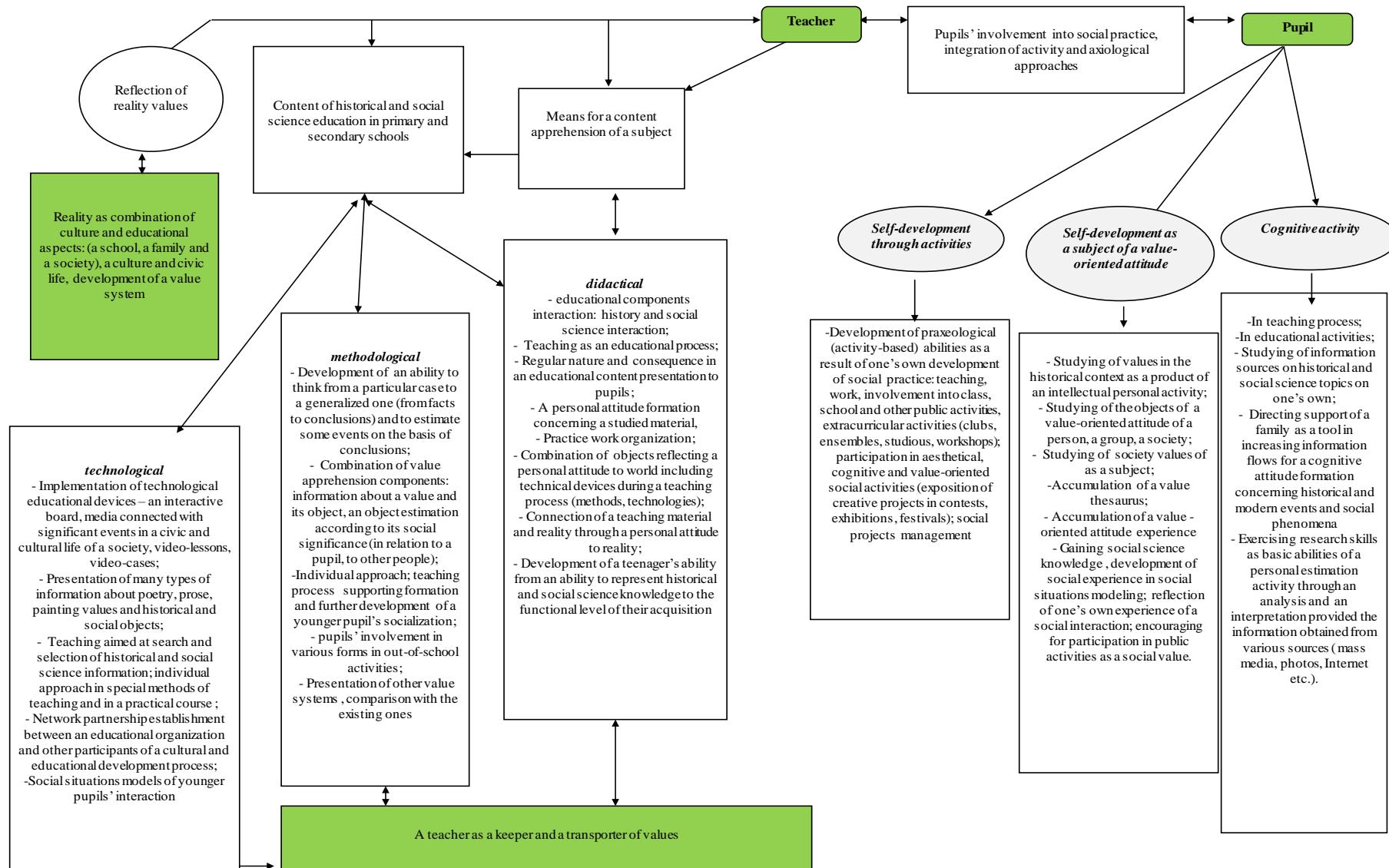


Image 1. A content and methodological model of a teenager's value-oriented attitude to reality formation based on historical and social science knowledge.

We analyzed how a pupil accepts emotionally the studied historical events which have a special personal meaning. Some historical figures' actions were also considered. Emotional affection was assessed through a color test. Methods and a procedure of the test were defined by A.M. Etkind (Bodalev and Stolin, 2006).

This method is non-verbal, compact and diagnostic and can reflect a person's attitude on a partly conscience and non-conscience levels. The diagnostics made it possible to reveal color associations caused by some historical figures and social events. The obtained information was divided in two modules for its further assessment by pupils. The first module includes illustrations of historical events which are symbols to certain values in an axiological way. For instance, illustration 1 – a monument to K. Minin and D. Pozharskiy symbolizes a love for a country, defense, goodness and a nation unity. Illustration 5 – a Victory parade in 1945 symbolizes a life as a supreme value, a peace on Earth, goodness. The second module of illustrations and symbols include famous Russian historical figures.

Apprehension of a historical event value, differential attitude to an object and defining of main factors influencing on a studied community attitude, understanding of human-oriented actions and relationships of historical figures were analyzed with the help of questionnaires, drawn up according to the semantic differential method offered by C. Osgood (Petrenko, 2005).

The pupils were offered to access historical and social science objects combined in modules 'Human' and 'Society'. The first module is aimed at a study of a value-oriented attitude to historical figures and to a self-study. Some historical figures are included in a history and social science education. The value model 'Human' consists of the following values:

Humanity – kind, peaceful, merciful, sympathetic.

Civic consciousness – truthful, responsible.

Creative labour – industrious, creative.

Tolerance – tolerant to differences, sociable.

Knowledge – educated, inquisitive.

The aim of the module 'Society' was to reveal a pupils' value-oriented attitude to a historical epoch from the perspective of a valuable human life and a significance of the conditions enhancing a life quality; pupils were also assessed by the criteria of their awareness of the state functions which provide a life quality and security. This aspect was added for the purpose of a full process of pupils' thinking. The values of the module 'Society' are:

A life – a human life security, peace, consent between people.

Civic consciousness – order, rights and duties observance, fair laws, equality.

Culture diversity – unity, respect to other cultures, cooperation with other countries.

Knowledge – education and science development.

The value selection in the research had two functions: to present a pupil values and to use values as parameters for conclusions in this research.



This research method was based on usage of Mann-Whitney U-test for independent selection. The following method showed that in the initial stage there were no differences in the attitudes of the control and experimental group concerning the studied objects.

A value content of some historical events, historical figures' significant actions were studied with the help of the repertory grid questionnaires concluded on the basis of G. Kelly's theory (Kelly, 1955). The constituents were selected in a historical and social science context. As in examples mentioned above, the questionnaire is presented in two modules 'Human' and 'Society'. The pupils were offered to rate values applying a significance criterion for a certain number of figures and objects. A modeled role situation a pupil is placed into in a diagnostic stage reflects his value content of each module. After a rating process we analyzed the situation according to the following points: defining of the most significant values in certain lists by a younger pupil; coincidence of value types of separate elements (differentiated relationship); finding out a value content of each element.

### ***Recital Stage of the Experiment***

A qualitative and quantitative analysis of the results obtained during the recital stage of the experiment showed that most of the pupils do not have a fully formed social and cultural value apprehension. Children did not evaluate acts of some historical figures using the basic value criterion and did not consider some historical (social) events and phenomena to be connected with particular values. Moreover, the pupils did not react emotionally to the studied objects. The experiment data obtained showed that a value-oriented attitude to reality was poorly formed among the pupils of the control and the experimental groups.

Even taking into consideration the fact that some historical figures lived and acted hundreds of years ago and their deeds reflected a value system of their time, we have to note that a contemporary pupil's value attitude analyzed in historical figures evaluation is quite valid, as it reflects a current value apprehension of a society.

Considering the recital stage results the formation experiment content was defined in order to implement a content and methodological formation model of a younger pupil value-oriented attitude to reality which is based on a historical and social science material. The model includes an axiological aspect in of the historical and social science material content as well as a teenager studying and social activity organization in social and cultural surroundings.

### ***Formation and Control Stages of the Experiment***

At the end of the formation experiment a control diagnostic assessment was conducted and the differences between the control and the experimental groups were found out according to the following parameters:

-the first module (historical events and phenomena, considered from a value-oriented point of view): the monument to the Panfilov's men ('panfilovtsy') ( $U=1789$ ,  $p<0,05$ ); the State Tretyakov Gallery ( $U=1780$ ,  $p<0,05$ ); the Victory Parade in 1945 ( $U=1790$ ,  $p<0,05$ ); state symbols of the Russian Federation ( $U=1776$ ,  $p<0,05$ );

-the second module (Russian historical figures whose acts were assessed in a context): Ivan the Terrible ( $U=1781$ ,  $p<0,05$ ); Alexander Nevsky ( $U=1735$ ,  $p<0,05$ ).

These differences reflect emotional and value assessment conducted by the pupils of the experimental group concerning the historical events and phenomena, the results of historical figures' acts.

The conducted parameter analysis of the control and the experimental groups data allowed to reveal significant differences in a value-oriented attitude to historical and social science objects and reality; it defined a clear interconnection between apprehension of the history and social science material and a fully formed value-oriented attitude of a teenager.

Parameter analysis of the questionnaire results on the basis of the semantic differential (modules 'Human' and 'Society') revealed a latent structure of value-oriented attitudes. Each element was analyzed applying the principle components rotation method of a Varimax-normalized type. The obtained data of the value-oriented parameter structure based on one of the estimated historical and social science objects are presented below (Table 1).

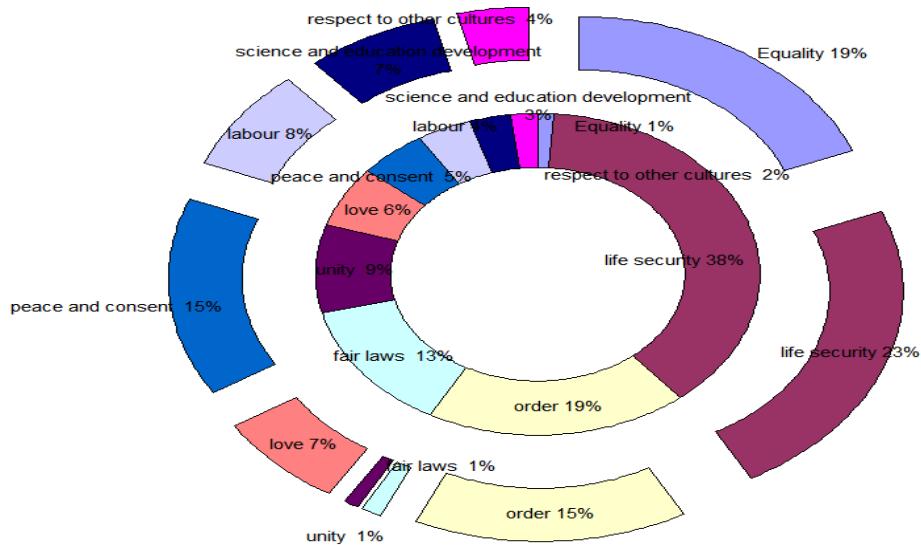
**Table 1.** A parameter structure of the state value-oriented attitude at the time of Alexander II reign

Parameters	Control group		Experimental group	
	Factor 1	Factor 2	Factor 1	Factor 2
Human life security		0,595		
Order, rights and duties observance	0,749			0,879
Fair laws		0,720		0,792
Equality		0,814		
Unity			0,772	
Peace, consent between people		0,718		
Respect to other cultures	0,672		0,682	
Education and science development	0,873		0,811	
Cooperation with other countries			0,803	
Factor eigenvalue	2,7	2,4	2,9	2,1
Explained variance percentage, (%)	30,6%	27,2%	33,1%	23,7%
		57,8%		56,8%

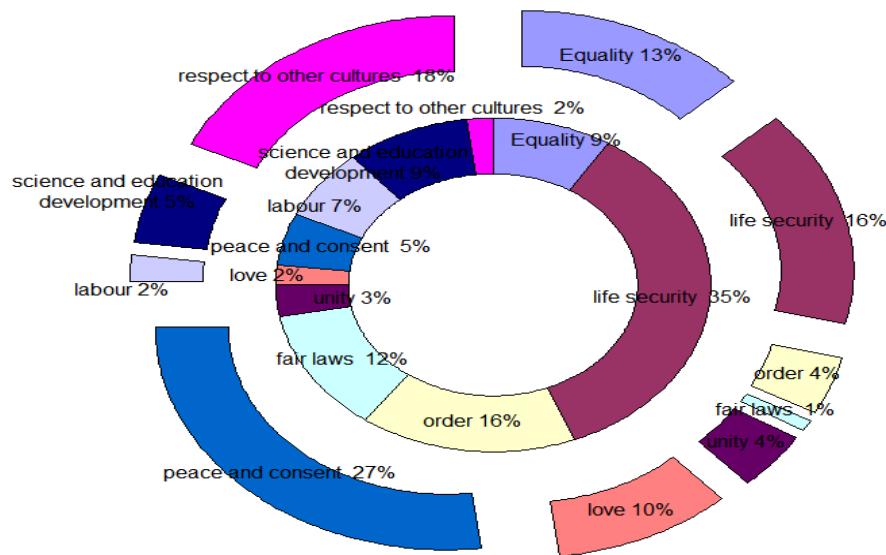
The following analysis was conducted for each of the historical and social science objects in the modules mentioned above. The date obtained showed differences in the value-oriented attitude parameter structure of the control and the experimental groups. We noted that the experimental group showed a more differentiated attitude to values. The pupils in this group realize humanity aspects of the historical figures' deeds and have a value-oriented attitude to state functions.



The offered materials for rating in the module 'Society' are presented as circle diagrams (Figures 2 and 3). Such diagrams helped to assess a value scale applied by pupils to the studied historical and social science objects.



**Figure 2.** 'The state I would like to live in'. (The control group parameters are in the inner circle, the experimental group parameters are in the external circle)



**Figure 3.** 'The world community'. (The control group parameters are in the inner circle, the experimental group parameters are in the external circle)

The experimental group rated parameters in the module 'Society' are presented generally (Table 2).

**Table 2.** Value characterization of historical and social science objects in the module 'Society'

Object	Value content
Family	The most significant value preserved by the humankind during its long history and evolution; family values are closely connected with: responsibility for our nearest and dearest, a society; with love and care towards children, our parents; with self-realization. Connected values: love, order, consent between relatives, labour, unity as a factor for a traditions preservation.
The state I would like to live in	One of the most significant state functions is to provide a better life security, create comfortable conditions for a decent and full life of each citizen. Under a state we understand a particular form of a society organization. According to this simplified notion interpretation presented for teenagers the main values of a law-governed state are: life security, equality, order, peace, fair laws.
The state I would not like to live in	As the state functions are clearly understood, in this case we have to note the outstanding features connected with danger to one's life, violence and unfairness. The following characteristics were noted in the offered list: feud, conflicts, wars, life danger, non-observation of rules and regulations, racism and discrimination.
World community, humankind	The main values for all the nations all over the world are those connected with a life security, and finding solutions for global problems: peace and consent, respect to other cultures, life security, equality, love.

### ***Results of the Effective Content and Methodological Model Implementation***

Results of the experiment proved our theoretical statement claiming that a teacher's pedagogical activity can form a value-oriented attitude to reality provided it is directed at the formation of a pupils' value apprehension through historical and social science studies, values involvement into a younger pupil's emotional experience, encouraging their value-based acts. Pedagogical conditions forming a teenagers' value-oriented attitude to reality based on historical and social science material are formed by: an axiological approach to a historical and social science material selection; additional regional subjects among other historical and social science disciplines (their selection is conducted according to the didactical principle of studying from a familiar material to a new one); implementation of interactive study devices, methods and techniques of history and social science study which model an emotional situation and develop a pupil's emotional sphere.

To conduct a diagnostic value-oriented attitude assessment to reality based on historical and social science knowledge we have to apply pedagogical techniques and psychological and semantic methods. This is necessary because of the complex nature of the research object. The comparison and parameter analysis data showed a direct correlation of pupil's historical and social science knowledge and dynamics of a value-attitude formation. Proper knowledge about studied historical and social science objects, acquired theoretical base, an ability to correlate social events and phenomena, understanding and an ability to evaluate historical figures' behavior and acts from a social point of view lead to a



better understanding of the world by younger pupils and can serve as a basis for one's own social behavior; they are characterized as intermediary results caused by a value-oriented attitude formation.

### Discussions

The problem of a value-oriented attitude formation was discussed in the works of such scientists as N.D. Nikandrov (1998), A.V. Kiryakova (2004), V.A. Karakovskiy (1993). H.S. Vildanov, (2002), A.A. Guseinov (2009), M.S. Kagan (2007), F.S. Fayzullin (2002) and others formulated philosophical value nature conceptions used in other pedagogical researches dedicated to axiological aspects of education and teaching.

The researches of A.I. Dontsov (1974), A.N. Leontiev, D.A. Leontiev and E.E. Sokolova, (2005), D.A. Leontiev (1999), M.K. Mamardashvili (1991), V.N. Myasishev (1995) aimed at value studies and a personal value-oriented attitude reveal diverse types of correlation between a person and a society, a history, the present times and the future of the whole humankind; prove the necessity and reasonability of an active personal value-oriented attitude formation. A.A. Langle (2004), V.S. Merlin (1971), P.M. Jacobson (1998) in their researches emphasized the problem of a value-oriented attitude formation and the role of knowledge and emotional components for value exteriorization.

Psychological and pedagogical features and younger pupils' peculiarities are described in the classic works of Sh.A. Amonashvili (1998), L.I. Bozovic (1968), L.S. Vygotsky (1991), V.V. Davydov (1986), N.A. Menchinskaya (1998), G.A. Zuckermann (1995). Such methodologists as P.V. Gora (1988), N.G. Dairi (1981), V.G. Kartsov (1956), O.Y. Strelova (2003) and other studied the role of historical and social science disciplines during the development of pupils' social significant features.

However, existing researches were not aimed at the realization and implementation of a historical and social science value potential. Lack of practical results led to a low degree of practical and theoretical diagnostic methods development. Such methods can be very useful for the assessment of personal historical and social science material acquisition and social events apprehension from a value-oriented point of view.

### Conclusion

The present research provided us with the information revealing a strong influence of historical and social science disciplines in primary and secondary school on a younger pupil value-oriented attitude to reality formation; these disciplines serve as a base and a source for values apprehension. In this case values can be called tools for morale and social reality parameters measurement and are informative components in social and cultural teenager's life.

According to the content and methodological model, the content and functional interconnection of historical and social science education and special activities aimed at a formation of a value-oriented attitude to reality is proved. A child's involvement into festivities is claimed to be one of the effective pedagogical tendencies in the historical and social science education development in a primary and a secondary school. This tendency contributes to the accumulation of a personal experience in positive social events participation (the Victory Day, the Day of Military Glory of Russia, the Day of National Unification, the Day of

Peace, the Day of Human Rights, festivals dedicated to other remarkable historical dates on local, regional federate and international levels which consolidate people).

Reality is interpreted from a pedagogical point of view and called a social and cultural phenomenon with special features which cause a younger pupil's stable value-oriented attitude formation.

We formed a special set of tools for the formation assessment of a value-oriented attitude to reality among younger pupils with the help of historical and social science knowledge implementation taking into consideration emotional, cognitive, motivation and behavior components. Diagnostic methods are adapted to a younger pupil's age peculiarities and are correspondent to the content.

### Recommendations

The materials of the article can be practically applied by teachers in primary schools as well as by history and social science teachers working in 5-6 forms. The present work can be useful for a methodology analysis aimed at a teenager value-oriented attitude to reality formation; for diagnostic measurements of a pupil's personal level of historical and social science disciplines acquisition; for graduates and specialists working in secondary vocational education establishments training a primary school teacher and a teacher of history and social science; for specialists in further training system for teachers in primary schools and teachers of history and social science.

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No potential conflict of interest was reported by the authors.

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